

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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Opinions expressed are those of the writers and do not necessarily reflect the official positions of the Division of Industrial-Organizational Psychology unless so stated.

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Jack Duffy Assistant Editor
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Topical Editors
Tove Hammer **Jim Sharf**
Gary Latham

President
Paul Thayer
LIMRA
 170 Sigourney Street
 Hartford, Connecticut 06105
 Secretary-Treasurer
Mary L. Tenopir
A T & T
 195 Broadway, Room C1620
 New York, New York 10007

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TIP, as most of you know, is an excellent source of information concerning I/O psychology and recent developments in the field. Because of this, **TIP** has received (and continues to receive) numerous requests for individual copies from persons who are not members of Division 14. This list has grown to approximately 500 persons. Division 14's policy has been to send free copies in order to promote I/O psychology and membership in Division 14.

However, as you must realize, the administrative burden of a mailing list of this size creates many additional hours for the editor. In order to better deal with this problem and to systematize circulation, the following proposal was passed by the Executive Committee of Division 14 during its Winter meeting: "Only Division 14 members, associates, newsletter editors, and academic departments (upon request) will receive **TIP** without charge. All others will be charged \$7.00 per volume. Psychology departments and Schools of Business requesting **TIP** for their students will receive it free, with the limit to any unit being 15 copies."

Anyone who is presently receiving **TIP** and does not meet the above criteria for a free subscription will not receive **TIP** beyond the August 1977 issue. If you wish to continue to receive **TIP** on a subscription basis, please complete the form below, send it with the first year payment to: **Michael J. Kavanagh, School of Management, SUNY-Binghamton, Binghamton, NY 13901.**

If you are a member or associate of Division 14, do **not** complete the form below — you receive **TIP** as part of your Division membership.

If you are a student, ask your department head to request **TIP** from the editor.

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LORNE KENDALL — IN MEMORIAM

by Gary Latham

Lorne Kendall, Chairman, I/O psychology, Canadian Psychological Association, born in Tofield, Alberta, graduated with a B.A. in honours psychology from the University of Alberta in 1956 and was married several months later. He became a proud parent with the birth of Robert in 1958 and of David in 1960.

The family spent four years in Ithaca, N.Y. while he worked on his Ph.D. at Cornell, graduating in 1963. Two years were then spent in New Jersey at the Educational Testing Service. The family joined a Black Presbyterian Church there and participated in the Civil Rights Movement.

In September, 1964, he was selected by the fledgling Simon Fursen University to organize their Psychology Department. The family arrived in Vancouver in July 1965 and supervised the construction of their home in Coquitlam.

Lorne's favorite hobbies were Chinese cooking, photography, rock collecting, travelling, curling, listening to jazz and repairing his motorhome.

As well as his dedication to the Psychology Department at SFU, he worked with CPA, and more recently with SPAR (under the United Way). His numerous research projects included job satisfaction, home care for mental patients and evaluation of community programs.

He had a wide circle of friends, acquaintances and colleagues, and will be remembered through the Memorial Scholarship Fund being created by tax-deductible contributions sent to the SFU Psychology Department.

"He will not grow old

As we that are left grow old."

He didn't even slow down, but walked down the ice and moved almost instantly into another time space. Death came in the midst of his very active life.

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In-Basket TIPBITS

by Mike Kavanagh

As you can see, the "name that column" contest is over — we have a winner(s). In addition to those entries announced in the last **TIP** issue, sixteen more were received. The "largest number award" goes to **Jack Duffy**, who suggested "The Random Sample," "The Skewed Distribution," "The Dummy Variable," "The Leaning Post," "The Sniffing Post," and "The Fire Hydrant." Although none of these are winners, he won the consolation prize — Assistant Editor of **TIP** (see mast). The winning entry was a combination of suggested names from **Oliver London** — "In-Basket Information," **Gary Brumback**, "TIPBITS," and **Lyman Porter**, "TIP-Bits." Gary and Port are being investigated by **TIP**'s legal staff for collusion. All other entries received Honorable Mention, and can be cited on your vita. **Kitty Katzell**, "claiming" not to be a gambler, submitted "TIP SHEET" and "HOT TIPS." **John Proctor**, Data Solutions Corporation, obviously randomly generated "Degrees of Freedom" and "Through the Mirror." **Bill Cayley**, presently Membership Committee Chairman, suggested "Continuous Rap," to be abbreviated C-RAP. Is that what brings in the new members, Bill? Finally, **Gary Brumback**, feeling there is safety in numbers, also submitted "Personelly Speaking" and "NewsTIPS." I think you will agree with me that they are all excellent entries, and **TIP** thanks you.

Speaking of names, **TIP** has heard from **Drs. Graen** and **Hammer** that their names were misspelled in previous **TIP** issues. Dr. Graen was elected to Fellow status last September, and Dr. Hammer is Topic Editor for Labor-Management Relations. Sorry George and Bove.

John Proctor, Honorable Mention in the "Name that Column" contest, was appointed to the Secretary's Advisory Committee on the Rights and Responsibilities of Women. Its purpose is to advise the HEW Secretary on policies, programs, and other activities of the Department relating to the status of women.

Another Honorable Mention winner, **Kitty Katzell**, has informed **TIP** that she is President-Elect of the New York Lung Association (Manhattan, Bronx, and Staten Island). Kitty, in a never-before-done action, sent **TIP** a second letter on the same day asking **TIP** to correct some possible confusion. The **Herb Meyer** mentioned in **Larry Axline's** article in the previous issue (2/77) is a staff writer for **Fortune**, **Herbert E. Meyer**, not **Herbert H. Meyer**, Division 14 member. Sorry for any confusion.

TIPBITS from Northwestern — **Jeanne Herman** has been elected to a three-year term on APA's Board of Scientific Affairs by the Council of Representations. Jeanne also informed **TIP** that **Dan Feldman** will join Northwestern as a new assistant professor starting Fall 1977.

Having any trouble with state licensing? The Professional Affairs Committee would like to know. Send details to: **Richard D. Arvey**, 417 **Stokely Management Center**, The University of Tennessee, Knoxville, TN 37916.

Ed Levine just finished a report entitled "Reference-Checking for Personnel Selection: The State of the Art," funded by the American Society for Personnel Research (ASPA). Those interested in a copy of the report should write to: ASPA Foundation, Box A, Berea, Ohio 44017. Ed mentioned that this grant project materialized as a result of notice in **TIP** about the availability of ASPA grant funds.

Jim Sharf, recently-appointed Topic Editor for **TIP**, has accepted a detail to the Office of Management and Budget for several months. The project is the reorganization of the Executive Office of the President. No comment — **TIP** remains non-partisan.

Bob Perloff, noted "love" columnist, has just been elected for a three-year term to the Board of Directors of the Eastern Psychological Association.

Atlanta is jumpin' — **Milt Blood** reports that the Metropolitan Atlanta Applied Social Scientists (MAASS) had another successful year of stimulating presentations and intellectual exchange. Meetings were held at the College of Industrial Management, Georgia Tech, and presenting this year were: **Terry Connolly**, **Judi Komaki**, **Warren Blumenfeld**, **Jerry Day**, **Don Grant**, and **Dick Arvey**. On another matter, Milt would like to point out that he is in Atlanta, not California as listed on page 38 of the February issue of **TIP**.

Ken Misa, presently with A.T. Kearney, Inc. in Los Angeles, has been elected by California State Psychological Association's Division III (I/O) as a division representative to CSPA's Board of Directors for 1977-1978. Ken's in California, not Milt.

Administrative Science Quarterly gets new Editor and new turn-around time for manuscripts — dateline, Ithaca. Congratulations to **Karl Weick** on his new appointment as Editor of **ASQ**, and likewise to **Lou Pondy** as Associate Editor. In a recent phone interview, Karl informed **TIP** that he personally promises turn-around time for manuscripts submitted to **ASQ** to be three months at the maximum. Didn't think **TIP** would quote you?

Marshall Sashkin has accepted a position as Associate Professor in the College of Business Administration at Memphis State as of September 1977. This past winter finally got to him.

Appointments — **TIP** has learned of two appointments of Division 14 members. **Donald Whiteley** has been appointed Secretary of Labor for the State of Delaware. Included in his department are Unemployment Insurance, Employment Services, Equal Employment Opportunity, Vocational Rehabilitation, and Industrial Affairs. **J. Marshall Brown** has been reappointed to the Pennsylvania State Board of Psychological Examiners. He is presently Chairman of that board and has served in this post since it was first established upon enactment of the law.

Bob Sleight is into a very interesting organization. We all know that running/jogging is presently the fad, but Bob is involved in promoting walking. He has been a leader in the founding of the Walking Association, fulfilling a goal he has been planning for years. Incorporated in July 1976, the Walking Association is a non-profit membership organization working for the rights of pedestrians — a group seemingly forgotten in the United States. For information and membership forms, write Bob at: **Walking Association**, 4113 Lee Highway, Arlington, VA 22207.

The District of Columbia Psychological Association has instituted a Certificate of Recognition program to recognize an "outstanding contribution" by individuals to achievement of the goals of psychology. **Jack Regan** received one of these certificates for, in his words, "persuading someone to stop using a cockamamie personality test in an unauthorized manner." Congratulations to Jack and "good going" to DCPA. Perhaps other state associations should implement programs like this one.

John Turney has informed **TIP** that he and **Doris Hausser** have recently joined the Organizational Psychology Section in the Personnel Research and Development Center of the U.S. Civil Service Commission. John has indicated that he welcomes any inquiries regarding this new group and its ambitious research program. The address is 1900 E Street N.W., Washington, D.C. 20415.

Paul Sparks sent **TIP** an interesting note. He informed us that **Jim Herring** has joined that Personnel Research staff of Exxon in Houston. What's interesting is that Jim was the second of Exxon's trainees in Industrial Psychology, a joint program with the University of Houston whereby Exxon

provides a full year's supervised internship. **BUT**, did Jim start to work for Exxon upon graduation? Nay, rather he spent seven years with Richardson, Bellows, Henry & Company before returning to Exxon. There are several different comments that could be made on this story, however, **TIP** would like to indicate that this is one model to deal with the knotty training problems of I/O psychologists to which **Gene Mayfield** has been sensitizing us. See **Frank Landy's** alternate model elsewhere in this issue.

Any I/O psychologists in or about the Detroit/southeastern Michigan area interested in informal gatherings with persons of a similar persuasion? **Al Bass** reports that such a group has been having dinner meetings in the Detroit metropolitan area. At their last meeting, **Doug Bray** and **Ann Howard** of A T & T were guest speakers; and **Fred Fiedler** is scheduled in mid-May. If you are interested, contact **Al** at the **Department of Psychology, Wayne State University, Detroit, MI 48202**.

David Clement, presently at the University of South Florida in Tampa, is currently Chairman of the Criminal Justice Section of Division 18. Thanks for letting **TIP** know. Anyone else out there holding positions of influence and keeping them secret?

TIP received a very nice letter from **Paul Ross**. It seems that the mention of his **Note To Chief Executive Officers** on the "Human Sides of Enterprise: How Well Are They Managed" led to several inquiries. One of the inquiries, from **Ed Huse**, resulted in a pleasant evening being shared by Paul, Ed, and their wives, Rita and Mary, at Paul's home. As Paul described it, "that is a delightful outcome, indeed." Paul has two more notes available to **TIP** readers, but only if you are willing to comment on them. (You know, tangentially, I like that approach. Suppose we attached that condition to sending reprints of journal articles. Who knows what happens to them.) Anyway, the two new notes from Paul are "The benefits and costs of attention to equal opportunity" and "The management of science." You can obtain copies, provided you are willing to comment, from Paul at **The Ross Company, Todd Pond, Lincoln, MA 01773**.

TIP arrives in Israel finally. If you think your **TIP** arrives late, just think of **Shelly Zedeck's** plight since he is spending his sabbatical in Israel. He will be at The Hebrew University of Jerusalem until May 1, then plans two months of R & R in Europe. **TIP** goofed and spelled his name incorrectly in the November issue on p. 36, however, it was his first name in this case — sorry Dr. Bedeck.

Steve Cohen, presently at the University of South Florida in Tampa, is taking a year's leave to serve in an advisory capacity to Harbridge House, Inc. in Boston. Steve will begin with Harbridge House on July 15, at which time he can be reached at: Harbridge House, Inc., 11 Arlington Street, Boston, MA 02116. Steve, have you talked to **Marshall Sashkin** about the weather in the North?

Steve Jenks has informed **TIP** that he and **Fritz Steele** have just published a new book with Addison-Wesley entitled "The feel of the work place: Understanding and improving organizational climate."

The Association for the Advancement of Psychology will send a complimentary roster of the U.S. Congress and a summary of current Congressional issues of interest to Psychology, to interested persons who send a stamped (13c) self-addressed envelope to AAP headquarters, Suite 400, 1200 Seventeenth Street, N.W., Washington, D.C. 20036. AAP is a non-profit organization which brings the public-policy view of American Psychology to the attention of the Congress and Federal regulatory agencies, in the public interest.

Erwin Stanton has informed **TIP** that the revised (1977) edition of "The Manager's guide to equal employment opportunity requirements" is now available. This 24 page guide is written primarily for the operating manager and executive. A copy of the guide and a series of EEO compatible personnel selection forms is available for \$5 pre-paid from E.S. Stanton & Associates, Inc., 155 East 38th Street, New York, NY 10016.

As a follow-up to the last issue of **TIP**, the journal review service has received very strong support. Thanks for your letters, but what we need are volunteers to review. If you are willing to help us with this ambitious project, please send your name as a volunteer reviewer to: **Lynnette Plumlee, Box 63, Star Route, Cedar Crest, N.M. 87008**.

TIP needs advertising revenue. Book authors — please have your publishers advertise in **TIP** — we reach a very select audience. Those of you who are in academic settings, here's another suggestion. As we all know, book salespersons serve a useful function, however, they can be bothersome at times. One way of increasing the efficiency of an interview with salespersons is to first ask them: "Have these books been advertised in **TIP**?" This generally slows them down a bit, particularly if you insist you will not use the book unless it has been advertised in **TIP**. **TIP** is not suggesting you always follow this process in all situations, since we believe in contingency models. However, it wouldn't hurt to mention **TIP** occasionally.

Any In-Basket **TIPBITS** — Send them to **Mike Kavanagh, School of Management, SUNY-Binghamton, Binghamton, NY 13901**. Deadline for August issue is **June 15**.

REPORT FROM THE PROGRAM COMMITTEE

by Stan Acker

The Program Committee was swamped with submissions for San Francisco in response to the annual Call for Papers. More than 150 proposals were received, of which 95 were papers. The balance were symposia, panel discussions, tutorials and small group discussions. Unfortunately, ten were not submitted by the February 1 deadline, and were returned to the senders.

Each proposal was read and evaluated by four or more members of the Committee. Those submitted early were read by the entire Committee. The Committee met on February 25 to discuss evaluations and make decisions. Decisions were difficult because the quality of proposals was extremely high. The keen competition will make it difficult for those whose proposals were not accepted to understand the decision.

Stemming from the work of the Long Range Planning Committee, special consideration was given to proposals dealing with non-traditional methodologies and settings. The program, as planned, will be balanced, but will reflect this emphasis. For example, **James O'Toole**, of the Center for Futures Research, University of Southern California, will deliver an invited address entitled: **Prospects of Futures Research: A Futures Orientation for Industrial Psychologists**. His work has major implications for large-scale systems planning, as well as quality of work life applications and the effective utilization of human resources.

For the third year in a row, small group discussions, organized around timely topics will be scheduled at the convention.

We hope the program, combined with the attractiveness of San Francisco, will draw a record attendance for Division 14. See you in August.

NOTES FROM APA COUNCIL MEETING

by
Mike Kavanagh

At the Winter Executive Meetings of Division 14, held in Washington, D.C., on February 4-5, **Mike Beer** reported the following developments from the recent APA Council Meetings.

1. The vote for seats on APA Council was discussed. Division 14 received enough votes to have 4.3 representatives. If we had a few more votes, we would have had five representatives. Having Division 14 represented on APA Council is becoming increasingly important with the issues of licensing standards for practice, and continuing education appearing on the agenda. Division 14 Executive Committee would like to urge all members of Division 14 to cast their votes for Council for Division 14.
2. There is a new journal being published by APA for lay persons. The title of the journal is **Psychology** and the first issue has been published. It will be funded for a three year trial period by APA.
3. There will be a public interest award to start next year. Details will be forthcoming from APA.
4. APA Council approved new ethical standards. The report is that there is an excellent section on the confidentiality issue. These new standards should be available by September, 1977.
5. It was noted that APA convention meeting time is allocated on the basis of number of persons registered at the previous convention by Divisions. Therefore, it is critically important that Division 14 members **register as** Division 14 members when attending APA conventions. This will allow us to increase our amount of meeting time for the next year.
6. The standards on psychological practice were passed by APA Council. In addition, there are specialty standards in the process of being developed. These will be made available when completed.
7. The issue of continuing education for psychologists is currently being discussed by Council and is expected that some standards for continuing education will be approved and published this year.

AD HOC COMMITTEE ON LEGAL ISSUES

by C. Paul Sparks

A most important activity has been watching the development of guidelines on employee selection procedures. What were supposed to be **uniform guidelines** were finally published on November 23, 1976 as Federal Executive Agency Guidelines by the Department of Justice, the Department of Labor, and the Civil Service Commission. The next day the Equal Employment Opportunity Commission countered by republishing its August 1, 1970 Guidelines and reminding those covered by EEOC that they were still effective. On January 19, 1977 the agencies which promulgated the FEA Guidelines published 39 Questions typically asked by users and gave Answers to these as developed by FEA staff personnel.

Guideline development has been influenced greatly by APA and by Division 14. In fact, APA's comments on a July 16, 1976 draft were cited approvingly in a preamble to the November 23rd final publication. Further influence is being hampered by vacancies in key interpretive and enforcement positions. EEOCC is still minus two members and has only an Acting Chair-

man. Since three members are necessary for a quorum, each member can exercise a veto power by avoiding a meeting. The new Secretary of Labor has indicated a strong support for action in behalf of minorities but a new Director of the Office of Federal Contract Compliance has yet to be appointed. The background for legal type action affecting the members of our Division is still quite unclear. One Federal District Court has used the new FEA Guidelines, cited as Department of Justice Guidelines, as authority for his decision and has noted that they conflict in part with the EEOC Guidelines. A legal resolution of these conflicts is quite possible.

Contact has been established and maintained with several organizations willing to publish cogent articles, and even to sponsor Amicus briefs. There is need for members of our Division to publish in the law journals. This will reach an audience of attorneys and judges who do not normally attend to our professional publications. Regardless of our wishes, professional standards for soundness and utility of our tools and techniques are being set by the Federal courts (**Griggs v. Duke Power, Albemarle v. Moody, Washington v. Davis, Watkins v. Scott Paper, Western Electric v. Hill**, et al).

There is a great need to develop and recommend a long range plan for placement of a legal affairs function somewhere in the permanent structure of Division 14. This might be in the form of appropriate allocations to current standing committees, creation of a new standing committee, or liaison with the elected officers of Division 14. The Committee is developing a recommendation.

SECRETARY-TREASURER'S REPORT

by Mary L. Tenopyr

At the end of calendar year 1976, the balance in the Division 14 account was \$4,628.65. The balance in the Catell Fund was \$2,387.52. In view of continued economics and the assessment increase, it is anticipated that there will be a surplus of approximately \$3,000 during calendar year 1977. The resultant balance will be about \$7,500.

Efforts toward maintaining and increasing the Division's representation in the APA Council of Representatives have resulted in **Division 14's obtaining 4.33% of the ballot units**. This result enables the division to maintain its four Council members. A slight increase to 4.51% will allow for five representatives. Members are again encouraged to cast their ten ballots for Division 14 in the fall.

ORGANIZATION BEHAVIOUR TEACHING CONFERENCE

The 4th Annual Organization Behaviour Teaching Conference will be held in Toronto, Ontario on Monday, Tuesday and Wednesday, May 16, 17, and 18, 1977. The conference format will be a mixture of plenary sessions, workshops, formal and informal discussion groups, experiential exercises and films. For registration and other information, please write: **Dr. Harvey F. Kolodny, Faculty of Management Studies, University of Toronto, 246 Bloor Street West, Toronto, Ontario. M5S 1V4**

REPORT FROM THE E AND T COMMITTEE: FURTHER DEVELOPMENTS IN CONTINUING EDUCATION

by Irwin L. Goldstein

A previous article (TIP, 11/76) presented background material on recent developments in continuing education requirements and its likely impact on I/O psychologists. Essentially, that article noted that more states were developing continuing education requirements to maintain licensing and certification. Also, more I/O psychologists are finding it necessary to become certified or licensed. These two developments mean that continuing education requirements are likely to have an impact on I/O psychologists. Most psychologists agree that continuing education is an important element in maintaining and improving our skills.

The E and T Committee's goal is to influence the development of continuing education requirements to fit the needs of I/O psychologists not just psychologist in other disciplines. In order to accomplish this goal the E and T Committee is working on several approaches. First, we are providing input to the American Psychological Association **Committee on Continuing Education**. Thus far, the A.P.A. plan has focused upon a more formal coursework (seminar, workshop) approach to continuing education with little attention given to the design of individual development plans to meet specific objectives. We have responded to the A.P.A. plan by noting this difficulty and expressing our concern that the plan must fit the needs of all psychologists.

Also, the E and T Committee has begun with the approval of the Division 14 Executive Committee to design an individual development plan. This plan will permit Division 14 members to file a statement of goals and objectives along with a program to meet these objectives. During this next year, the E and T Committee hopes to work out the details of the individual development plan and to try a limited field test. We will present more on these developments in the next issue of TIP.

REPORT ON I/O SYMPOSIUM AT A SCHOOL PRINCIPALS' CONVENTION

by Tom Jeswald

On January 15th a symposium on Division 14's **Technical Assistance Program (TAP)** was presented at the National Association of Secondary School Principals (NASSP) annual convention in New Orleans. Regular readers of TIP know that the TAP was a volunteer project to develop an assessment center to select school administrators. The symposium was similar to that presented at the 1976 APA convention on this subject. The speakers were Paul Hersey of NASSP and myself. Joel Moses, detained by a last minute emergency, was present in spirit.

This meeting was the first detailed disclosure of the project to the NASSP membership at large. Interest was high and questions from the audience were numerous. Apart from questions about the center's specific techniques, interaction seemed to focus on these points.

1. There was confusion about who Division 14 members are and why we wanted to conduct such a project. (These questions have been asked frequently during the project.)

2. Selection ratios for first level administrators are becoming more favorable to the school district employers as enrollments have fallen and administrative positions have been pared. The rate of voluntary turnover of administrators has fallen dramatically. Many more administrators are now seeking career positions within a district. As a result of these factors, there is a feeling in many districts that the time has arrived to select administrative personnel initially with greater care.
3. Similar forces are seen to affect teacher employment. Interest was expressed in exploring application of simulation and work sample concepts to teacher selection.
4. There was concern over the reaction of teacher unions to the technique. (In the pilot districts the reaction has been favorable.)

Other information about the project will be given to NASSP members in the months to come. This will take the form of journal and newsletter articles, as well as discussion groups at other professional meetings.

MEMBERSHIP COMMITTEE REPORT

by Bill Cayley

The membership committee is presently processing applications. Over 100 completed applications are in hand. Letters of invitation to apply have been sent to APA divisions whose members would have interests in line with Division 14's purpose. If you know of an APA member who is working in an area congruent with Division 14 concerns, have the person contact **Bill Cayley, School of Business, University of Wisconsin-Eau Claire, Eau Claire, Wisconsin 54701**.

PROFESSIONAL AFFAIRS COMMITTEE REPORT

by George Hollenbeck

At the January, 1977 Executive Committee meeting, the Professional Affairs Committee reported on several projects underway in 1976-77. The first project concerns development of standards for the practice of I/O psychology. With APA's revision of the generic standards for the practice of psychology, Division 14 is responsible for developing standards which specifically apply to I/O psychology. A subcommittee chaired by **Allen Kraut** is developing these standards.

Some Division 14 members are experiencing difficulty becoming certified/licensed. In some states, Organizational Behavior Ph.D.'s are not being accepted as primarily psychological in content. **Rich Arvey** is chairing our subcommittee which is looking into these problems. Specific cases where Division 14 members have had difficulty are being followed up.

"We are requesting that any I/O psychologist who has had trouble with certification/licensing please contact **Rich Arvey** at the **University of Tennessee, Dept. of Industrial & Personnel Management, Knoxville, Tennessee 37916**."

Another project of the division in 1976-77 is awarding a **Professional Practices Award**. Announcements of the award have been placed in the **APA Monitor** and **TIP**. Nominations for the award will be judged and the first award presented at APA in September. **Fred Fiedler** is chairing the subcommittee on Professional Practices Award.

25TH ANNUAL INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS

Presented as part of the annual convention of
The American Psychological Association
Thursday, August 25, 1977
Hyatt on Union Square
San Francisco, California

WORKSHOP COMMITTEE
Laurence J. Bollinger, Chair
Kenneth M. Alvares, Treasurer
Preston E. Smith, Arrangements
Warren S. Blumenfeld
David W. Lacey
Frank J. Ofsanko
Karlene A. Roberts
John N. Turner
Kenneth Wexley

WORKSHOP SCHEDULE

Hyatt on Union Square Thursday, August 25, 1977 San Francisco, Cal.

8:15 a.m. - 9:00 a.m.	Registration
9:00 a.m. - 12:30 p.m.	Workshop Session
12:30 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 5:00 p.m.	Workshop Session
5:30 p.m. - 7:30 p.m.	Social Hour

Section I	Applied Behavior Analysis in Organizations Judi Komaki & Milton R. Blood
Section II	Attitude Survey Workshop Frank J. Smith & Richard Dunnington
Section III	Behavior Modeling Workshop Joel Moses
Section IV	Career Management Strategies Patrick R. Pinto & Douglas T. Hall
Section V	Conflict Resolution Workshop Warren R. Nielson & Robert M. Frame

Section VI	Developments in Government Guidelines on Employee Selection Procedures Patricia J. Dyer & Thaddeus Holt
Section VII	How To Structure Validity Studies C. Paul Sparks
Section VIII	Important Legal Aspects of Selection — Other Than Testing Susan A. Cahoon & Howard C. Lockwood
Section IX	Use of Work Samples/Simulation in Management Selection Michael R. Perlson
Section X	Workshop in Career Success and Personal Failure Abraham Korman

Workshops sessions will be one-half day in length. You will have choice of two sections according to your preference and the availability of the workshop section.

Division 14 workshops are for informational purposes only and do not necessarily imply Division 14 endorsement of positions or views expressed by leaders or participants.

SECTION I

APPLIED BEHAVIOR ANALYSIS IN ORGANIZATIONS

Judi Komaki, Ph.D. San Jose State University	Milton R. Blood, Ph.D. Georgia Institute of Technology
--------------------------------------------------------	------------------------------------------------------------------

This workshop provides information about the newly-emerging area of behavior modification and working adults. Examples from organizations illustrate the use of applied behavior analysis in monitoring and improving performance. A step by step sequence for implementing applied behavior analysis projects is outlined. Participants practice applying the principles and techniques to organizational situations. A bibliography will be distributed for continued learning.

With primary training in behavior modification, Dr. Judi Komaki is a member of the faculty of the Department of Psychology of San Jose State University. Trained as an I/O psychologist, Dr. Milton R. Blood is a member of the faculty of the College of Industrial Management of Georgia Institute of Technology. Their organizational experiences using the applied behavior analysis approach range from projects with individuals to projects with groups and from small business settings to major organizations. Individually and jointly they have conducted projects and training workshops. Together they have recently completed an instructional book in this area.

Workshop Enrollment
25 participants

Workshop Coordinator
Kenneth Wexley
University of Akron

SECTION II

ATTITUDE SURVEY WORKSHOP

Frank J. Smith, Ph.D.
Sears, Roebuck and Co.

W.E. Dodd, Ph.D.
IBM

This workshop will explore the methods, pitfalls and potential results of organizational surveys in industrial concerns. Emphasis would be placed on research finding carried out over the last ten years and on trend data collected. It would also describe the various approaches to data collection and the means by which their results could be implemented. Samples of questionnaires, management reports and training material would be made available to workshop participants.

Dr. Smith is the Director of Organizational Surveys for Sears, Roebuck and Co. He has been a professional lecturer at Loyola University since 1961 and at Roosevelt University since 1971, and he is an associate professor at Illinois Institute of Technology. He is a member of various professional organizations and has had various publications. He is co-winner of the Catell Award and is a Diplomat in Industrial/Organizational Psychology. He received a fellowship award in Industrial/Organizational Psychology in 1976. His Ph.D. is from Illinois Institute of Technology and his M.S. is from Iowa State University.

Dr. Dodd is currently Manager of Personnel Research for the Office Products Division of IBM. He has been in this position since 1971 and with IBM since 1959. He is responsible for the opinion survey system and selection research and helped develop and evaluate the feedback training program for managers in the opinion survey system. He has a BA in Psychology from Queens College and his Ph.D. in Industrial/Organizational Psychology from New York University. He is a member of APA, Div. 14, and Metropolitan Association for Applied Psychology. He has published articles on management selection, testing, a chapter on attitudes toward assessment centers and a book, "Applying the Assessment Center," (Pergamon Press).

Workshop Enrollment
25 Participants

Workshop Coordinator
Karlene Roberts
Univ. of California
Berkeley

SECTION III

BEHAVIOR MODELING WORKSHOP

Joel Moses
A.T. & T.

Behavior modeling is not only a new and exciting form of training, it is also a training intervention that has been extensively evaluated prior to widespread implementation. This workshop will focus on the application of behavior modeling to a variety of situations commonly faced by supervisors.

The theory and rationale of this approach will be described. Examples of modeling displays will be provided. Workshop participants will have an opportunity to experience an actual training segment. In addition, research issues and findings, training and certification of trainers, and other applications of this method will be described and discussed.

Joel Moses is Manager, Personnel Research, A.T. & T. He supervised the development and evaluation of A.T. & T.'s behavior modeling program, Behavior Modeling Program for Supervisors. He has been active in research and development for the Bell System Assessment Center programs and led the 1975 Division 14 workshop on assessment centers.

Workshop Enrollment
25 participants

Workshop Coordinator
Preston Smith
IBM

SECTION IV

CAREER MANAGEMENT STRATEGIES

Patrick R. Pinto, Ph.D.
University of Minnesota

Douglas T. Hall, Ph.D.
Northwestern University

Much has been said lately about career development of individuals, how to plan careers, career life stages, and how to get ahead in the organization. This seminar will deal with the organization's view of career development, focusing on those efforts of the organization to increase employees' career prospects and as well as enhance commitment to the firm. It will review ways to aid the employee in career decision-making through such activities as career path analysis, initial job experience and challenges, job information posting, counseling, formal development programs and increased opportunities for self development. The emphasis will be on those strategies which integrate the needs of the individual with the requirements of the organization.

Ample use will be made of cases and specific experiences to augment the models and handouts of the presenters. Participants will examine a prototype career development center similar to those actually installed in a number of firms.

Dr. Patrick R. Pinto is Associate Professor of Industrial Relations and Psychology at the University of Minnesota, and Director of Performance Improvement Associates, a Twin-Cities based firms providing human resource and career management services. Dr. Pinto has had extensive experience working with business and government organizations on career management issues, performance measurement, assessment and counseling. He has published in areas of management development, job posting and work motivation. He is an Accredited Personnel Diplomat (APD) from ASPA and a Licensed Consulting Psychologist in Minnesota. Prior to teaching, he was employed in personnel research at Xerox Corporation. His Ph.D. is from the University of Georgia.

Dr. Douglas T. (Tim) Hall is Earl Dean Howard Professor at Northwestern's Graduate School of Management, and chairperson of the Organizational Behavior Department there. Dr. Hall published **Careers in Organizations** (Goodyear Publishing, 1976) and has written and spoken often on the topic of career development, job entry and establishing a career identity. He is an active Fellow of the APA, and won the Catell Award from Division 14 for excellence in research design. His Ph.D. is from M.I.T. and he has taught at Yale, York University and Michigan State.

Workshop Enrollment
25 participants

Workshop Coordinator
Karlene Roberts
Univ. of Cal., Berkeley

SECTION V

CONFLICT RESOLUTION WORKSHOP

Warren R. Nielsen, Ph.D.
Nielsen and Associates
University of Nebraska at Lincoln

Robert M. Frame
Nielsen and Associates

Overall purposes of the workshop are to provide information and experience in such areas as: 1) diagnosis of organizational conflict; 2) types and sources of organizational conflict; 3) interdependencies and interrelationship between various sources of conflict; 4) various approaches to conflict resolution; 5) behavioral options in conflict situations; and 6) positive and negative consequences of organizational conflict.

In addition to the above, attention will be given to the implications of organizational conflict relative to the management of organizational change and internal organizational consulting. The learning methodology for the workshop will include lecturettes, discussion groups and organizational simulations.

Dr. Warren Nielsen is President of Nielsen and Associates and an Associate Professor of Management at the University of Nebraska at Lincoln. Prior to the formation of Nielsen and Associates, he was Supervisor of Education and Training for Ford Motor Company, and an internal consultant for the University of Illinois. He has extensive experience as a management consultant to various business, industrial, retail and services organizations in the United States, Canada and Mexico. He is also the author of numerous articles on organizational diagnosis, assessment, change and development.

Mr. Robert Frame, MBA is a Senior Partner with Nielsen and Associates. His background includes over sixteen years experience in both line and staff positions with such organizations as Marriott Corporation, 3M Company and Northern Natural Gas, plus consulting work with a number of agencies, institutions, and business firms. His work with experimental projects in human resource utilization has received national attention. In 1975, the American Society for Training and Development named him, "OD Practitioner of the Year."

Workshop Enrollment
25 participants

Workshop Coordinator
John Turner
Ford Motor Co.

SECTION VI

DEVELOPMENTS IN GOVERNMENT GUIDELINES ON EMPLOYEE SELECTION PROCEDURES

Patricia J. Dyer, Ph.D.
IBM

Thaddeus Holt
Breed, Abbott, and Morgan

The four basic objectives for the workshop are: 1) to compare the Guidelines on Employee Selection Procedures published on November 23, 1976, by the Departments of Justice and Labor and the Civil Service Commission with the 1970 EEOC Guidelines still endorsed by the EEOC and the Civil Rights Commission; 2) to elucidate the practical implications of the dif-

ferences between the two sets of guidelines; 3) to explain the legal implications of the existence of two sets of guidelines; 4) to bring the workshop participants up to date on relevant case-law developments.

The workshop leaders also will provide some background on the development of November 23 Guidelines and will discuss the key sections of those guidelines in terms of interpretations likely to be given by the various Federal agencies and the courts.

The subject matter of this workshop necessitates it being primarily didactic in nature. However, substantial opportunity for questions from the participants will be provided. Workshop participants should be familiar with the 1970 EEOC Guidelines and the November 23 Guidelines before attending the workshop.

Dr. Patricia Dyer is Program Manager, Employee Selection, for IBM Corporation. Her responsibilities include assuring that IBM's selection procedures meet business needs, government requirements, and professional standards. As a member of the Ad Hoc Group for Uniform Guidelines for Employee Selection Procedures, she has been actively involved in interactions with various government agencies attempting to draft uniform guidelines for employee selection procedures. As a member of the Ad Hoc Group, she has also been deeply involved in analyzing and preparing comments on the various draft Uniform Guidelines prepared by the EEOCC.

Thaddeus Holt obtained his LLB from Harvard in 1956. He is a member of the Bar in New York State and in Washington, D.C. and is a member of the firm of Breed, Abbott, and Morgan. He has considerable litigation experience with major cases involving employee selection practices.

Workshop Enrollment
25 participants

Workshop Coordinator
John Turner
Ford Motor

SECTION VII

HOW TO STRUCTURE VALIDITY STUDIES

C. Paul Sparks
Exxon Company, U.S.A.

The validity of employee selection techniques has moved from the realm of a small number of specialized psychometricians to the vast arena of protagonists for Equal Employment Opportunity and Affirmative Action. Regulations promulgated by federal agencies and interpreted by federal courts have become the professional standards for the conduct of validation studies and the determination of the value of such studies in the selection situation. Paper-and-pencil tests, physical qualifications, and general educational requirements have commanded most of the attention during the past few years. However, the scope has been steadily increasing to include interviews, performance appraisals, reference checks, and specific educational and experience requirements. Performing a validity study with whatever predictor and criterion data are easily available is today both hazardous and foolhardy.

No one can guarantee a successful validation study. One can minimize the risk of an unsuccessful one by attention to those aspects of the total validation process which have frequently caused studies which were psychometrically sound to be ruled inadequate. Careful attention should be given to a number

of questions before and during any study. What kind of study should be attempted? Is a criterion related study technically feasible? Can a supportable rationale be developed for acting on the results of the study, assuming that adequate predictor-criterion relationships are found?

Through a series of problem exercises and discussions the workshop will endeavor to impart knowledge and skills in these important areas.

C. Paul Sparks is Coordinator of Personnel Research for Exxon Company, U.S.A. in Houston, Texas. He is also a member of the Graduate Faculty of the University of Houston. Prior to joining Exxon, Mr. Sparks had extensive experience as a consultant, as a military psychologist, and as a school psychologist. Sparks is a Fellow in the Division 14 of the APA. He is past chairman of the Membership and the Professional Affairs committees of the Division and is currently chairman of an Ad Hoc committee on legal issues. He was a member of the U.S. Department of Labor's Advisory Committee on Selection and Testing which participated directly in the preparation of the OFCC Order on testing. He is co-author of a text in General Psychology and has had numerous papers published in psychological and business journals.

Workshop Enrollment
25 participants

Workshop Coordinator
Warren S. Blumenfeld
Univ. of Georgia

SECTION VIII

IMPORTANT LEGAL ASPECTS OF SELECTION — OTHER THAN TESTING

Howard C. Lockwood
Lockheed Aircraft Corporation

Susan A. Cahoon
Kilpatrick, Cody, Rogers,
McClatchey and Regenstein

A great deal of attention has been given to the legal aspects of testing. Not nearly so much attention has been given to other important aspects, particularly performance ratings. This workshop will deal with the development of valid performance ratings as they relate to promotion and layoff. Important court cases will be reviewed and ways to reduce legal vulnerability will be discussed. Attention will also be given in general to management selection systems and the selection for other jobs not covered in union contracts. Important age discrimination cases will be covered. The issue of physical requirements will be explored. Recent legal developments in reverse discrimination will be reported. Participants are invited to share their present concerns and current approaches to these problems with the other participants.

Mr. Howard Lockwood, a member of Div. 14 of APA, is the Corporate Director-Personnel for Lockheed Aircraft Corporation. In 1964 he was on loan to the Plans for Progress Program of the President's Committee on Equal Employment Opportunity. From 1965-68 he chaired the California FEP's Technical Advisory Committee on Testing (TACT), which issued the first government guidelines on testing. From 1968 to 1973 he was co-chairman of the Department of Labor's OFCC Advisory Committee on Testing and Selection. Mr. Lockwood authored the chapter on Equal Employment Opportunities in the **BNA Handbook of Personnel and Industrial Relations**, and has spoken on numerous programs on the subject. He received his B.A. and M.A. in psychology from Occidental College in Los Angeles and is a licensed psychologist in California.

Ms. Susan Cahoon is a partner in the law firm of Kilpatrick, Cody, Rogers, McClatchey and Regenstein in Atlanta. Over half of her practice has been representation of employers in fair employment litigation. She has advised employers on affirmative action plans and compliance with other aspects of E.O. 11246 and discrimination laws. She has worked closely with personnel representatives, industrial psychologists, training specialists and compensation analysts in reviewing job analyses, compensation systems, testing and other selection devices and training programs. She was co-drafter of the chapter, "Scored Tests" in Schlei and Grossman, **Employment Discrimination Law**, (BNA, 1976), is associate editor of **Litigation**, an ABA Journal, and is a member of the Georgia State Personnel Board. She received her A.B. from Emory University and J.D. from Harvard.

Workshop Enrollment
25 participants

Workshop Coordinator
Frank Ofsanko
Southern California
Edison Co.

SECTION IX

USE OF WORK SAMPLES/ SIMULATION IN MANAGEMENT SELECTION

Michael R. Perlson, Ph.D.
Upstate Psychological Service Center

This workshop will review the need for improving management selection, establish rationale for using work samples, and acquaint the participants with one or more actual work samples that could be tested in their organization. The workshop will:

- 1) Review and critique the traditional options available to organizations for management selection.
- 2) Identify the kinds of problems encountered in movement from individual contributor positions to functional management and from specialty management to multi-functional responsibility.
- 3) Discuss the strategies currently used by a variety of organizations to cope with these dilemmas of managerial succession.
- 4) Identify work samples/simulation that can be used to better assess the behavioral requirements in management selection.
- 5) Give workshop participants an opportunity to use one or more work samples under simulated conditions.
- 6) Critique the utility and impact of the selected work samples on the management selection process.

Dr. Michael R. Perlson, with a doctorate in Industrial/Organizational Psychology, will lead the workshop. Mike is currently Executive Director of the Upstate Psychological Service Center and Vice President of its Organization Consulting Group. He has held internal consulting and management positions in Olin Corporation and Xerox. Mike is a licensed psychologist in New York and diplomate in Industrial/Organization Psychology.

Workshop Enrollment
25 participants

Workshop Coordinator
David Lacey
Celanese Corp.

SECTION X

WORKSHOP IN CAREER SUCCESS AND PERSONAL FAILURE

Abraham K. Korman, Ph.D.
Baruch College, City University of New York
and
BFS Psychological Associates, New York

The goals of this workshop will be to explore the increasing occurrence of personal dissatisfactions and sense of personal unhappiness among individuals who have been "successful" in a career sense, as such is normally understood in our society and to present diagnostic and intervention aids for responding to this problem in an organizational setting.

Among the topics to be covered in this workshop are 1) an examination of the cultural, organizational and developmental factors influencing the likelihood of career success and "personal failure"; 2) methods for diagnosing different manifestations of this problem and their possible antecedent influences; and 3) guidelines for choosing intervention techniques which may be utilized in reducing the "career success-personal failure" syndrome. Illustrations of the use of these aids and guidelines will be provided through the use of case materials and personal involvement. The workshop will conclude with a discussion of the methodological, cultural, personal and organizational barriers to theoretical and applied work in this area and an examination of possible mechanisms for over-coming these barriers.

Dr. Abraham K. Korman is Professor of Psychology at Baruch College of the City University of New York and is coordinator of the Doctoral Program in Organization Behavior. He is also a Professional Associate of BFS Psychological Associates of New York and has been active in recent years in developing career development and job enrichment programs for managers in a number of major corporations. He has also been actively researching the "career-success-personal-failure" syndrome. His most recent books are **Organizational Behavior** (Prentice-Hall, 1977) and **Management Development: A Diagnostic Strategy** (Organizational Behavior Institute, 1977).

Workshop Enrollment
25 participants

Workshop Coordinator
Ken Wexley
University of Akron

FLASH FLASH FLASH

Paul Thayer, President of Division 14, has finally decided to apply his knowledge of I/O psychology in the "real world." Paul has accepted a position at North Carolina State University at Raleigh as Professor and Head, Department of Psychology. He will assume his duties on July 1, 1977. Congratulations and good luck from **TIP**.

REGISTRATION

25th Annual APA Division 14 Workshops
Thursday, August 25, 1977

Hyatt on Union Square

San Francisco, Cal.

Name (Please Print) _____

Position _____

Mailing Address _____

Phone AC _____ Extension _____

APA Division Membership(s) _____

RANK ORDER 1 - 6 THOSE WORKSHOP SECTIONS YOU WOULD BE INTERESTED IN ATTENDING. YOU WILL BE SCHEDULED TO TWO (2) HALF DAY SESSIONS ACCORDING TO YOUR PREFERENCE AND THE AVAILABILITY OF THE WORKSHOP SECTION.

- () I Applied Behavior Analysis in Organizations
- () II Attitude Survey Workshop
- () III Behavior Modeling Workshop
- () IV Career Management Strategies
- () V Conflict Resolution Workshop
- () VI Developments in Government Guidelines in Employee Selection Procedures
- () VII How To Structure Validity Studies
- () VIII Important Legal Aspects of Selection — Other Than Testing
- () IX Use of Work Samples/Simulation in Management Selection
- () X Workshop in Career Success and Personal Failure

REGISTER EARLY AS ENROLLMENT IS LIMITED

\$85 APA Members \$100 non APA Members

Social Hour — \$7 for first guest, \$10 for each additional guest.

Check or money order must accompany registration form and made payable to **APA DIVISION 14 WORKSHOP COMMITTEE**.

Mail this form with fee to: **Ken Alvares, Treasurer**
P.O. Box 127
Bowling Green, OH 43403

FOURTH SOUTHERN ILLINOIS UNIVERSITY LEADERSHIP SYMPOSIUM

by Marshall Sashkin

The fourth in this distinguished series of conferences was held in October at the Carbondale campus of SIU. Attendance was greater than anticipated, including a dedicated group of grad students from Clemson University (S.C.) who raised funds themselves to finance their trip. The theme was "the cutting edge" and, as **John Campbell** noted in his closing overview, some of the contributions cut sharply while others were somewhat dull. Discussion, however, was always lively and the symposium was designed to encourage collegial contact and exchange.

A running debate between cognitive-expectancy theorists on the one side and neo-Skinnerian behaviorists on the other cropped up at various times, providing some of the most interesting exchanges: Is everyone really an unconscious odds-maker, or is that grey stuff the equivalent of a fancy Jello mold? Seriously, one of the real benefits for those attending was a clear exposure to the views of those who are organizational Behaviorists (with a capital "B"). While not all those in this camp totally reject cognitive perspectives—as evidenced by **Hank Sims'** presentation on reinforcement effects and his strong refutation of an anti-cognitive label—**Bill Scott** was clear and lucid in outlining his Behaviorist approach which leaves no room for cognitive constructs. The cognitive approach, however, was well-represented, with two of its foremost proponents, **Martin Evans** and **Bob House**, in attendance. Bob presented one of the few theoretical papers, on charismatic leadership—a subject that has long been left almost exclusively in the care of those of the Freudian persuasion.

A second important issue that surfaced concerned that macro-vs. the micro-approach to the study of leadership. **John Campbell** represented the latter view, suggesting that macro (e.g., structural) variables are, at best, surrogates for unmeasured individual psychological factors. **Dick Osborne** and **Arlyn Meicher** (among others), arguing from a more sociological viewpoint — and against what some would call psychological reductionism — noted that macro-level variables (e.g., organizational climate, technology, and structural patterns), when properly measured, may be critical, perhaps the most critical, variables with respect to leadership.

Ralph Stogdill was presented with an award honoring him for his many years of fruitful work in the field of leadership theory and research. This award will be continued, to be presented at future SIU symposia, as the **Ralph M. Stogdill Distinguished Leadership Scholar Award**.

Overall, most of the presentations at the 1976 Symposium were innovative and some were creative. A fourth volume in the series of SIU Symposium reports will appear in mid-1977; it should be a worthwhile reference source.

ANNOUNCEMENT

Any Division 14 member who is participating in APA program events outside of Division 14's schedule should inform **TIP** as early as possible. This will enable us to publicize these events so that other Division 14 members can attend.

THE REVISED STANDARDS FOR PROVIDERS OF PSYCHOLOGICAL SERVICES

by Frank Friedlander

At its January meeting, the APA Council of Representatives passed a revised set of **Standards for Providers of Psychological Services**. In effect, they codify a uniform set of standards for psychological practice that serve the respective needs of users, providers and third-party purchasers and sanctioners of psychological services. In addition the Association has established a standing committee charged with keeping the Standards responsive to the needs of these groups, and with upgrading and extending them progressively as the profession and science of Psychology continue to develop new knowledge, improved methods and additional modes of psychological service. These Standards have been established by organized psychology as a means of self-regulation.

These Standards are the first revision of those originally adopted by APA in 1974. Whereas the previous Standards were primarily oriented toward clinical functions and settings, the revised Standards are far more generic in their language and applicability. In addition they uniformly specify the **minimally acceptable levels** of quality assurance and performance that providers of those psychological services covered by the Standards must reach or exceed. And finally, the revised Standards apply to a more limited range of services than the original Standards. The present Standards have been restricted to applications in "human services" with the goal of facilitating more effective human functioning. The kinds of psychological services covered by the present Standards are those ordinarily involved in the practice of specialists in clinical, counseling, industrial-organizational and school psychology. However, it is important to note that these Standards cover **psychological functions** and not classes of practitioners.

Any persons representing themselves as psychologists, when providing any of the covered psychological service functions at any time and in any setting, whether public or private, profit or non-profit are required to observe these standards of practice in order to promote the best interests and welfare of the users of such services. It is to be understood that fulfillment of the requirements to meet these Standards shall be judged by peers in relation to the capabilities for evaluation and the circumstances that prevail in the setting at the time the program or service is evaluated.

Standards covering other psychological service functions may be added from time to time to those already listed. However, functions and activities related to the teaching of Psychology, the writing or editing of scholarly or scientific manuscripts, and the conduct of scientific research do not fall within the purview of the present Standards.

The Standards begin with a set of definitions, followed by sections concerned with standards for provider functions, programs, accountability, and environmental concerns. The following is a summary of the Standards:

Definitions

PROVIDERS OF PSYCHOLOGICAL SERVICES refers to the following persons:

a. Professional psychologists. Professional psychologists have a doctoral degree from a regionally-accredited university or professional school in a program that is primarily psychological and appropriate training and experience in the area of service offered.

b. All other persons who offer psychological services under the supervision of a professional psychologist.

PSYCHOLOGICAL SERVICES refers to one of more of the following:

- a. Evaluation, diagnosis and assessment of the functioning of individuals and groups in a variety of settings and activities.
- b. Interventions to facilitate the functioning of individuals and groups. Such interventions may include psychological counseling, psychotherapy, and process consultation.
- c. Consultation relating to a and b above.
- d. Program development services in the areas of a, b, and c above.
- e. Supervision of psychological services.

A PSYCHOLOGICAL SERVICE UNIT is the functional unit through which psychological services are provided.

a. A Psychological Service Unit is a unit which provides predominantly psychological services and is composed of one or more professional psychologists and supporting staff.

b. A Psychological Service Unit may operate as a professional service or as a functional or geographic component of a larger governmental, educational, correction, health, training, industrial or commercial organizational unit.

c. A psychologist providing professional services in a multi-occupational setting is regarded as a Psychological Service Unit.

d. A Psychological Service unit also may be an individual or group of individuals in a private practice, or a psychological consulting firm.

USER includes:

- a. Direct users or recipients of psychological services.
- b. Public and private institutions, facilities or organizations receiving psychological services.
- c. Third party purchasers — those who pay for the delivery of services but who are not the recipients of services.

SANCTIONERS refers to those users and nonusers who have a legitimate concern with the accessibility, timeliness, efficacy, and standards of quality attending the provision of psychological services.

Providers

1.1 Each psychological service unit offering psychological services shall have available at least one professional psychologist and as many more professional psychologists as are necessary to assure the quality of services offered.

1.2 Providers of psychological services who do not meet the requirements for the professional psychologist shall be supervised by a professional psychologist who shall assume professional responsibility and accountability for the services provided. The level and extent of supervision may vary from task to task so long as the supervising psychologist retains a sufficiently close supervisory relationship to meet this standard.

1.3 Wherever a psychological service unit exists, a professional psychologist shall be responsible for planning, directing and reviewing the provision of psychological services.

1.4 When functioning as part of an organizational setting, professional psychologists shall bring their background and skills to bear whenever appropriate upon the goals of the organization by participating in the planning and development of overall services.

1.5 Psychologists shall maintain current knowledge of scientific and professional developments that are directly related to the services they render.

1.6 Psychologists shall limit their practice to their demonstrated areas of professional competence.

1.7 Psychologists who wish to change their service specialty or to add an additional area of applied specialization must meet the same requirements with respect to subject matter and professional skills that apply to doctoral training in the new specialty.

Programs

2.1 Composition and Organization of a Psychological Service Unit

2.1.1 The composition and programs of a psychological service unit shall be responsive to the needs of the persons or settings served.

2.1.2 A description of the organization of the psychological service unit and its lines of responsibility and accountability for the delivery of psychological services shall be available in written form to staff of the unit and to users and sanctioners upon request.

2.1.3 A psychological service unit shall include sufficient numbers of professional and support personnel to achieve its goals, objectives, and purposes.

2.2 Policies

2.2.1 When the psychological service unit is composed of more than one person wherein a supervisory relationship exists or is a component of a larger organization, a written statement of its objectives and scope of services shall be developed and maintained.

2.2.2 All providers within a psychological service unit shall support the legal and civil rights of the user.

2.2.3 All providers within a psychological service unit shall be familiar with and adhere to the American Psychological Association's **Ethical Standards of Psychologists, Psychology as a Profession, Standards for Educational and Psychological Tests** and other official policy statements relevant to standards for professional services issued by the association.

2.2.4 All providers within a psychological service unit shall conform to relevant statutes established by Federal, State and Local governments.

2.2.5 All providers within a psychological service unit shall, where appropriate, inform themselves about and use the network of human services in their communities in order to link users with relevant services and resources.

2.2.6 In the delivery of psychological services, the providers shall maintain a continuing cooperative relationship with colleagues and coworkers whenever in the best interest of the user.

2.3 Procedures

2.3.1 Where appropriate each psychological service unit shall be guided by a set of procedural guidelines for the delivery of psychological services. If appropriate to the setting these guidelines shall be in written form.

2.3.2 Providers shall develop a plan appropriate to the provider's professional strategy of practice and to the problems presented by the user.

2.3.3 There shall be a mutually acceptable understanding between the provider and user or responsible agent regarding the delivery of service.

2.3.4 Accurate, current, and pertinent documentation shall be made of essential psychological services provided.

2.3.5 Providers of psychological services shall establish a system to protect confidentiality of their records.

Accountability

3.1 Psychologists' professional activity shall be primarily guided by the principle of promoting human welfare.

3.2 Psychologists shall pursue their activities as members of an independent, autonomous profession.

3.3 There shall be periodic, systematic, and effective evaluations of psychological services.

3.4 Psychologists are accountable for all aspects of the services they provide and shall be responsive to those concerned with these services.

Environment

4.1 Providers of psychological services shall promote the development in the service setting of a physical, organizational, and social environment that facilitates optimal human functioning.

SPECIALTY STANDARDS AND I/O PSYCHOLOGY

APA Council has reaffirmed the need for the development of specialty standards concerning the various professional specialty areas of psychology. It is not clear at this point what areas or how many specialty areas will emerge. It is clear that I-O will be one of the areas. Development of specialty standards for the profession of I-O will allow us to deal with some of the vague, overly-general, and irrelevant statements in the generic standards. It will also allow us to specify minimum I-O standards which may be higher and more specific for I-O practice than the generic Standards specify.

A Division 14 Committee has been formed to develop specialty I-O Standards and includes the following: **Allen Kraut** (Chair), **Clay Alderfer**, **C.J. Bartlett**, **Art Siegel**, and **Tom Tice**. Comments and suggestions should be directed to **Allen Kraut**, Program Manager, Personnel Research, IBM Corporation, Armonk, N.Y. 10504.

SPECIAL ANNOUNCEMENT

If you attend the APA convention in San Francisco, be sure to register as a Division 14 member as this affects the future amount of program time that will be allotted to Division 14.

Readability of I/O Psychology Texts

Edward B. Kahn reports that he has computed readability and human interest scores for nine introductory I/O Psychology texts using the Flesch formulae. His results are presented in the table below. For more details, contact Ed at Shell Oil Company, One Shell Plaza, P.O. Box 2463, Houston, Texas 77001.

Authors	Readability		Human Interest	
	Mean ¹	S.D.	Mean	S.D.
Smith & Wakely (1972)	39.89	11.79	11.06	10.67
Gilmer (1971)	39.60	13.33	13.99	10.95
Maier (1973)	38.90	13.31	9.47	9.76
Blum & Naylor (1968)	37.45	12.04	10.36	10.03
Schultz (1973)	35.30	10.70	10.48	11.32
Korman (1971)	29.76	12.20	18.13	12.67
McCormick & Tiffin (1974)	29.67	10.93	8.68	7.33
Bass & Barrett (1972)	23.70	19.70	12.88	13.26
Siegel & Lane (1974)	21.25	12.74	6.72	6.90

¹Means and standard deviations are based on 20 samples from each book. Note: The higher the readability score, the more readable the material. The higher the human interest score, the greater the human interest in the material.

Preparation for Work in Industry: A Potential Strategy

by Frank J. Landy

I was impressed with the conclusions drawn by **Gene Mayfield** on the nature of graduate training for I/O psychologists in business and industrial settings. The convergence of perceptions of both employers and graduates was particularly noteworthy. This common perception was that graduates need greater "real world" experience. Nevertheless, one should not lose sight of the fact that one of the strengths of training programs was in the methodological/statistical design area. While the respondents stopped short of coming out and saying it, they seemed to feel that "scientific" aspects of training were valuable. The challenge seems to be structuring a program of study which will supply real world experience without prostituting the value of the scientific method. As Gene indicates, "... There are certain difficulties in providing the actual practical experience and the realistic classroom situations which these surveys indicate are needed." Approximately five years ago, the I/O faculty of Penn State University began structuring such experiences. I think we now have an excellent framework which maintains strengths and eliminates weaknesses cited above. In the hope that the structure of our program might stimulate some activity on the part of other Division 14 members, I will briefly outline the development of the practical training component of our program and then describe the way in which it currently works.

About five years ago, we were in the same position as most I/O graduate programs. We were in sporadic contact with friends and acquaintances in business firms who might be in a position to provide "internships," research experience, or summer jobs for our students. Regardless of the initial reactions of the person contacted, the net effect was generally the same. No opportunities for such experience were available. To be sure, an occasional summer job would pop up, but not much beyond that. We were asking for organizations to supply all or part of the student's support for a period of time and in return, the student would work on a project mutually beneficial to student and organization. A frequent reason given by organizations for declining such an offer was that since the student had little experience in industry, it would take too long for the student to learn "the ropes" and thus be of any value to the organization. Shades of **Catch-22**.

It was at that point that we decided to take a different approach to the problem. The faculty and students in I/O, as a group, represented a unity which did have industrial experience and which could solve some rather traditional problems. Furthermore, the group structure could be used to expand experiences and decrease the time investment of any single individual. Consequently, we approached a company which was interested in looking at the validity of their testing program and offered to accept such a project as a group without charge. We only asked that the direct costs of projects be provided by the company. These costs were such things as travel for the students to the company location, reproduction costs, other materials. We told the company that we wanted two things in return: (1) the opportunity for our students to be "up to their eyeballs" in every aspect of the project, (i.e., they were not to be treated as clerical help, but rather project directors) and (2) the opportunity to make a proposal for increased support and cooperation between our program and the company at a later date, based on the company's perception of our skills as manifested in the validation project. They agreed. We structured the project such that the first three months of the academic year were spent in writing and refining a proposal for the organization about the

structure of the project. This included a literature review, discussion, and procedural section. This was formally presented to the organization for their approval. The next three months were spent collecting and analyzing data. The final three months were devoted to completing a report which was presented to the corporate staff of the organization by the students. There were four students and two faculty members involved in that project. It was well received by the organization. On the basis of the results, a testing program which had been ongoing for twenty years was abandoned and a plan for developing alternatives adopted. It was well received by the students. They were required to deal with all of the problems of conducting research in real settings — missing data, inaccurate data, unfaithful support systems, etc. In addition, they had the opportunity to act and be treated as professionals.

As a program, we now had a very important resource — a product. We could now **show** other organizations an example of what we could do. We no longer had to depend on promises to make our point. The company was impressed enough with the product to enter into a more elaborate agreement for the next year. This agreement included a donation to the I/O program to support research and/or study of the students (about \$1500.00), plus an amount to cover the direct costs of the next project. It wasn't much, but it was a beginning. We made contact with another organization and were able to negotiate a similar agreement with them. Thus, during the second year, we had two projects staffed with six students and two faculty. At the end of the second year, the president of one of the companies was impressed enough with the efforts of the group, that he funded a five year chair in I/O psychology for the express purpose of building up and maintaining the practical experience aspect of the program. This chair provides salary for the released time of I/O faculty, support costs for typing reproduction, etc., and funds for support of student in the I/O program.

It is four years since we began providing the "group" services. We are now collaborating with approximately 10 organizations. We have completed 8 projects. There are 13 students and 3 faculty involved in five projects this academic year. This year's projects include a study of absenteeism in coal mines, an analysis of a performance appraisal and feedback system, a validation of a work sample test for skilled positions, the construction of a construct valid selection system for entry level positions in a large state organization, and a project dealing with the selection of first level supervisors in a steel mill. All of the projects follow the same general form: three months writing a proposal, three months collecting and analyzing data, three months for report preparation and dissemination. Students are typically involved in at least two projects a year. In addition, there is a formal class which meets every week to go over progress on the projects, critique proposals and final reports, and suggest alternative data analyses. The students retain the major responsibility for the projects. The faculty act as classroom instructors and consultants to the students.

We feel that our program represents an efficient combination of practical experience and scientific rigor for our students. Both faculty and students have realized enormous benefits from these activities. Cooperating organizations now provide summer employment opportunities for students. In addition, several organizations have supplied data for Master's theses and dissertations. The writing of reports and proposals has been particularly valuable in developing communication skills of the students.

Of course, we have been fortunate in many respects. There is no doubt that the funded chair has made an enormous difference in the amount of time that faculty were able to devote to the projects and students. In addition, the support of our department and College during the lean years was crucial.

Nevertheless, we are suggesting that a group approach rather than an individual approach to the problem of practical experience may be more beneficial in the long run. Furthermore, it has been our experience that organizations are more responsive if they can be shown a product of the group rather than be presented with the promises of the group. The first project is the toughest.

While we do not consider our program the only or the best answer to the "practical experience" issue raised in **Gene Mayfield's** article, we do think that it provides an interesting case study in the development of a formal strategy for providing practical experience to I/O students.

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To The Point

Many editors complain about the verbosity, that is, wordiness, or belaboring of a point, or redundancy (e.g., "Then the subjects were debriefed and all ethical responsibility of the research was dismissed; therefore, don't blame me if any of them quit school or commit suicide; in fact, don't even inform me of it because I'll be busy analysing the data.") of the many articles they receive. The "short note article" below is intended to set an example to remedy this problem.

Introduction

Guess What?

Method

This study used data collected in a larger project fully explained by Potzereebi (personal communication, 1903).

Results

The author died before he/she/they could finish this article.

Discussion

Everyone knows Discussion sections should be retitled "Fiction."

Conclusion

Research can kill you.

Submitted by
The Wednesday Night Social Club

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GUIDANCE AND GUIDELINES

by C. Paul Sparks

At the 1971 APA Convention, I participated in a symposium entitled **"Ethical Issues in Involvement in Civil Rights Employment Cases"** with my particular subject being **"Implications for Practitioners."** My concluding remarks were, "The point is that it is not enough to simply do a professional job of conducting or interpreting validation studies. Today's practitioner must interpret his or her data in the light of business necessity, civil rights implications, federal orders and guidelines, and be prepared to explain what and why to laymen unschooled in the technology of industrial psychology. While considering all these factors, the industrial psychologist must still remember that his basic task is to establish and report truth to the best of his or her ability."

Four years later I was a discussant at another APA Convention symposium entitled **"Federal Government Intervention in Psychological Testing: Is It Here..."** The paper presenters were four industrial psychologists employed in policy making and enforcement agencies of the Federal government. They answered the obviously rhetorical question with detailed examples of why "Yes!" was the conclusion. My concluding remarks on that occasion were, "The principal publications of our profession, both scholarly works and official pronouncements, define idealized procedures and exhort practitioners to strive to attain these ideals. No one can quarrel with this objective. Our speakers have clearly shown that these are now being used as the bases for governmental regulations. As Pogo says, 'We have met the enemy and they is us.'"

This year I have been asked to develop a **Division 14 Workshop** entitled **"How to Structure Validity Studies."** Another Workshop will cover **"Developments in Government Guidelines on Employee Selection Procedures"** and still another will be devoted to **"Important Legal Aspects of Selection Other than Testing."** Without doubt the as yet unannounced APA Convention Program of Division 14 [see workshops elsewhere in this issue — Ed.] and other Divisions will have sessions which have implications for the selection of employees in today's climate.

How did we get into a situation where our professional standards for the development and use of tools and techniques for selection are being dictated by the Federal Courts? There is no simple answer to this question. The material here can at best present only certain highly visible signs along the road. These signs represent the author's perception only and someone else might choose to highlight a different set.

Trite as it may be, one must always begin with **Title VII of the Civil Rights Acts of 1964** which provided that, "It shall be an unlawful employment practice for an employer to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin . . ." One must then cite that portion of the so-called Tower Amendment to Title VII which reads "[N]or shall it be an unlawful employment practice for an employer to give and to act upon the results of any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended or used to discriminate because of race, color, religion, sex or national origin." The same Act also created an Equal Employment Opportunity Commission which it endowed with very limited powers. How EEOC brokered its way to its current strong position is a very interesting study but beyond the scope of this paper.

One must next note Executive Order 11246 (amended by E.O. 11375 to include sex) which provided for nondiscrimination in employment by organizations contracting services or supplies to the Federal government. The Executive Order was to be enforced by the Department of Labor and the Office of Federal Contract Compliance was established in DOL to provide operating guideline and policy formulation.

EEOC and OFCC each began fleshing out the meagre skeleton provided by the Act and the Executive Order. EEOC issued brief "Guidelines on Employment Testing Procedures" on August 24, 1966. OFCC issued "Validation of Employment Tests" on September 24, 1968. In the fall of 1968 the National Association of Manufacturers in cooperation with the Plans for Progress organization held four seminars at geographically strategic locations during which representatives of EEOC and OFCC attempted explanations of key issues in employment discrimination. One outgrowth of these seminars was appointment of an **Advisory Committee on Testing and Selection** by OFCC. The nine industrial psychologists appointed were chosen on factors designed to secure representation from a broad spectrum of "qualification" — academe/industry, minority/nonminority, male/female, and variety across types of business and industry. Meetings were held from time to time with representatives of EEOC always present as fully participating discussants. Clarification of the OFCC Testing Order occupied a substantial portion of the Committee's time. Attention was focused on sound professional principles and practices, albeit with the knowledge that any orders or guidelines produced would be read and interpreted by employers, compliance officers, and others who were not fully conversant with professional jargon and who varied widely in their sympathy with the goal of establishing good personnel practice.

Both the EEOC and the OFCC approached the guideline writing task with the objective of preparing a document which would establish the same principles and practices for each agency. The unilateral issuance of new Guidelines by EEOC on August 1, 1970 without opportunity for review or comment understandably brought consternation and dismay to the Committee members, particularly when they noted that the document contained provisions which had not even been discussed in Committee meetings. To complicate matters the Chairman of EEOC in announcing publication stated that OFCC would soon be issuing a parallel Order. Consideration was given to a direct confrontation but in the end OFCC issued a parallel order with only minor cosmetic changes. In retrospect, this only postponed the eventual conflict. OFCC did publish its version for public comment. A well-known industrial psychologist wrote, "Unless these guidelines (sic) were to be interpreted in an extremely literal and strict manner which I do not anticipate, I don't believe any conscientious employer, or psychologist, should have any real difficulty in living with them."

In the meantime a suit involving a testing and an educational requirement was slowly wending its way through the Federal judiciary. When finally resolved by the U.S. Supreme Court on March 8, 1971, **Chief Justice Burger** wrote in **Griggs v. Duke Power Co.**, "What Congress has commanded is that any tests used must measure the person for the job and not the person in the abstract." The Court also noted that, "The administration interpretation of the Act by the enforcing agency [EEOC] is entitled to great deference." The net result was a broadly generalized interpretation that a test must be validated if its consequences were to lessen employment opportunities for minorities or women and that the EEOC Guidelines were the standards against which validation attempts were to be measured.

In 1972 Congress amended the 1964 Civil Rights Act. Included was creation of the **Equal Employment Opportunity Coordinating Council** com-

prising the Secretary of Labor, the Chairman of the EEOC, the Attorney General, the Chairman of the Civil Service Commission, and the Chairman of the Civil Rights Commission. A very broad charge was given the Council, "[T]he responsibility for developing and implementing agreements, policies and practices designed to maximize effort, promote efficiency, and eliminate conflict, competition, duplication and inconsistency among the operations, functions and jurisdictions of the various departments, agencies and branches of the Federal government responsible for the implementation and enforcement of equal employment opportunity legislation, orders, and policies." The first task undertaken by the Council was the development of a **Uniform** set of guidelines on employee selection procedures. There are still no uniform guidelines despite drafts and redrafts, hearings, publication for public comment, and pressures from many organized groups including Division 14.

In 1974 APA published a revised "Standards for Educational and Psychological Tests." One feature of the new publication was attention to the needs of the test user, as well as those of the test developer and test publisher toward whom the 1966 Standards had been addressed. Also, the Introduction contained, "A final caveat is necessary in view of the prominence of testing issues in litigation. This document is prepared as a technical guide for those within the sponsoring professions; it is **not** (emphasis in original) written as law." Needless to say, current case law is replete with citation of the Standards as "incorporated by reference" whenever the EEOC Guidelines are used in evaluating selection studies.

In 1975 the Supreme Court decided another "testing case," **Albemarle v. Moody**. Here a validation study had been offered as evidence of job-relatedness. The study was poorly done and should have been rejected on its merits, or lack of them. Instead, it was rejected as not complying with EEOC's Guidelines with many references to specific sections and subsections. Chief Justice Burger issued a strong dissent against the "wooden application" of the Guidelines and said they were entitled to no more deference than other qualified expert opinion. Reasonably, EEOC quotes the opinion of the majority.

Coincident with the decision in **Albemarle** Division 14 published "Principles for the Validation and Use of Selection Procedures" developed by an Ad Hoc Committee of 28 industrial and organizational psychologists. This Committee was carefully selected to represent different points of view and different kinds of expertise. The Principles was an attempt to lay down professionally sound ground rules and was written specifically for operational use.

On November 23, 1976 official "Guidelines on Employee Selection Procedures" were published in the Federal Register by the Department of Justice and Labor and the Civil Service Commission. They were labeled the "Federal Executive Agency Guidelines" and the nonconcurrence of the EEOC was specifically noted. The next day EEOC republished its August 1, 1970 Guidelines with a strong reminder to employers that they still remained applicable.

One might wonder at all the arguments and counter-arguments over a subject which has been taught and practiced in much the same way for over half a century. One perspective can be found in the written comments of one organization opposing any revision of the current EEOC Guidelines. Quoting, "While the conflict over the proposed Guidelines may appear to some to be merely a series of quibbles over highly technical psychometric theories, in reality what is involved is a major civil rights issue, the right of minorities long excluded from employment, or from employment in other than the lowest-paying, most menial jobs, to advance to those levels to which their ability to do the job could carry them." In rebuttal to this and similar comments, one of the

principal EEOCC drafters of what are now the Federal Executive Agency Guidelines wrote, "An unstated or covertly stated reason may underlie the apparent EEOC refusal to modify its present guidelines. Under the present EEOC guidelines, few employers are able to show the validity of any of their selection procedures, and the risk of their being held unlawful is high. Since not only tests, but all other selection procedures must be validated, the thrust of noncompliance; to give great discretion to enforcement personnel to determine who should be prosecuted; and to set aside objective selection procedures in favor of numerical hiring."

The importance of the guideline controversy for Division 14 members can hardly be overestimated. The Federal courts look to the guidelines for authority, to expert witnesses for testimony as to compliance with that authority, and to legal precedent for guidance. The resultant case law may well supersede our Standards, our Principles, and our textbooks as source material for employment practices.

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Contact: Search Committee, Department of Psychology, Radford College, Station 5761, Radford, Virginia 24142.

Opening for **Psychologist in Industry**. Preferably Ph.D. Industrial/Organizational with counseling experience. Contact: **L.J. Bollinger, Ph.D., Dow Chemical, Psychology & Training Resources, 400 Bldg., Midland, MI 48640.**

Industrial/Organizational Psychologist: Tufts University is seeking a new or recent Ph.D. for a full time appointment at the Assistant Professor level starting September, 1977. The candidate should have an applied orientation and should have on-going research or be able to initiate quickly a program of research and be willing to seek outside sponsorship for it. Teaching might include general courses in I/O psychology, personnel psychology, human engineering, and methodological courses. Interested persons should send their resume to: **Dr. Philip B. Sampson, Psychology Department, Paige Hall, Tufts University, Medford, MA 02155.**

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Training For I/O Psychologists: A Comment

by David D. Robinson

As an independent consultant, I would like to offer my viewpoint regarding preparation and training of I/O psychologists.

Immediately after graduation, I began work in a "Big 8" accounting firm. My primary assignment was management consulting, but I had a unique opportunity to obtain 29 credit hours of accounting and work experience as a financial auditor. In that context I developed appreciation for accounting, and this assists me in the conduct of my practice. It facilitates comprehension of client needs and concerns. I am convinced that training in accounting would be helpful to any I/O psychologist regardless of workplace.

Here are the advantages of accounting as I perceive them.

1. Accounting has often been called the language of business. Among those who can speak this language, those who cannot are often considered naive and perhaps outside the mainstream of importance. Some of these people make decisions concerning the utilization of industrial psychology and psychologists.
2. Chief executives usually lean on financial executives (i.e., controllers or vice presidents) for information and guidance. It is highly desirable to know something of the financial executive's concerns, and it is useful to be able to translate the utility of I/O psychology into concepts which stimulate his or her interest. A financial executive can be an ally in helping us to become more credible and useful.
3. As Boulding (1956) has pointed out, the development of hybrid disciplines such as biophysics, biochemistry and astrophysics is usually highly productive. Industrial psychology and accounting form a hybrid: human asset accounting. Mirvis' and Lawler's lead article in the current **Journal of Applied Psychology** constitutes a prime example of this exciting new combination. Watch for continuing developments as these professions grow closer.

The communality between I/O psychology and accounting is very simple to explain. One of the measurement problems of psychology is that not much exists in the way of ratio scale data (Stevens, 1964). We acknowledge that ratio scales exist, but our work involved measurement in nominal, ordinal, and interval data. In contrast, accounting data is almost entirely ratio scale. Accounting seems to be moving slowly into non-ratio scale measurement, and recently the American Institute of Certified Public Accountants published a white paper on measurement of the social impacts of business. Imagine what might develop if accountants and I/O psychologists worked together on that topic?

In other words, the two fields are highly similar, and could be and should be mutually supportive. Increased attention to training in accounting for students and practitioners could further human resources primacy in organizations and focus bottom line concern on people — where we know it belongs. I recommend that student take basic accounting and managerial or cost accounting. Any I/O psychologist could benefit from a good short course of accounting for non-accountants. On an institutional level, I recommend development of formal communication channels between faculties of I/O psychology and accounting and the same between Division 14 and the Public Relations Division of the American Institute of Certified Public Accountants.

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- Stevens, S.S. Mathematics measurement and psychophysics. In S.S. Stevens (ed.), **Handbook of Experimental Psychology**. New York: Wiley & Sons, 1964, 23-30.

Who Has An Identity Problem?

"Today, our membership is so variegated, our major interests so catholic and contemporary, and our divisional objectives so similar to those of so many other APA divisions that we defy the distinguishing definition that was once ascribed to us." **Bernard Saper**, President's Message, Division 18 (Psychologist in Public Service) Newsletter.

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What is Council?

by Mike Beer

Any attempt to explain **APA Council** must be preceeded by the disclaimer, "You have to experience it to understand it." Nevertheless, I will try.

I remember my first Council meeting. Here were 120 psychologists seated in a large hall at long narrow tables extending the length of the room. At one end was a visitors gallery. At the other end of the room, on a podium and behind a rostrum, was the President of APA, flanked by the Treasurer, Executive Officer, Parliamentarian, and Secretary. He was presiding over what seemed to be utter chaos. Psychologists were everywhere, reading newspapers, talking urgently in small groups, and lined up, sometimes four or five deep, behind three microphones strategically located in the hall.

The people talking into the microphones referred to a thick book of agenda items (more than an inch thick) and argued for or against a variety of motions on the floor of the Council. Frequently, one or another Council member could be heard to call out "question, point of order, Mr. Chairman," or "I would like to propose an amendment to the amendment." Sometimes someone would yell out, "Mr. Chairman, which amendment are we discussing," or "What are we voting on?" The Chairman, APA's President, calmly kept some form of order and with frequent help from the parliamentarian managed to get out of what seemed like enormously complicated webs of resolutions, amendments, and motions. I walked out of my first Council meeting convinced that I had been elected to spend five days of my life in a "zoo."

The scene I have just described conveys the physical and emotional experience of Council. The newcomer is often overwhelmed by the confusion and endless debate. But, as the new Council representative learns more about the functioning of Council, it becomes clear that Council meetings provide a forum for an important process within APA, a process that is essential given the increasing diversity and complexity of APA. Council representatives are elected by the membership of their division, but the number of seats a division has in council is determined by an apportionment ballot in which each member is asked to allocate ten votes to divisions of his choice. The number of votes received determines representation.

Division 14 currently has four representatives to Council. But, by far the largest representation comes from all the state associations. While any one state may not have any more representatives than Division 14, in total they represent a significant voting block which is usually oriented toward the interests of the practicing clinician. Also part of the clinical-practitioner coalition are the Division of Clinical Psychology (although they themselves are divided between research-academic interests and practitioner interests) and the Division of Psychotherapy (29). On the other side of the political spectrum is the research-academic coalition comprised of the more research and scientifically oriented divisions, led by the Division of Experimental Psychology (3). A loose public interest coalition is usually led by members of the Society for the Psychological Study of Social Issues (Division 9).

These coalitions not only represent loose voting blocks on gut issues, but have in fact organized themselves formally, collect dues, and meet once during an APA Council meeting. The research-academic coalition is usually concerned about expenditure of money for non-research and scientific purposes and the protection of the journals; the clinical coalition about legislation, licensing, and standards for providers of service; and the public interest coalition about advocacy positions they would like APA to adopt. The

positions and roles of these three interest groups are oversimplified here for the purpose of brevity, but they do represent the three major polarities in Council. Division 14 representatives find themselves in the middle, needing the support of and providing support to all three groups on any given issue.

If this is the political process, what does an APA representative do?

Council meets twice a year, once in January for three days in Washington and once for two days at the APA convention. Before each council meeting the representative to Council receives a thick book containing from thirty to fifty agenda items. These items are reviewed by the Board of Directors and in most cases submitted to Council with a recommendation. Items at the last Council meeting included:

- Child care facilities at the convention

- The proposed 1977 APA budget

- Revised Standards for Providers of Psychological Service

- Revision of the APA Ethical Standards

- A resolution regarding UNESCO General Conference actions regarding Israel

- Resolution on Discrimination Against Men in Custody and Adoption

- Central office building space needs

Items direct APA to take certain actions, approve the work of boards and committees, or state official APA positions. Some items are peripheral to Division 14's interests: others like Standards are central to I/O practitioners. Council members must read the items in advance of the Council meeting, be prepared to debate items of importance, and vote (one nameless Council representative was asleep in his room on a roll call that failed by two votes). But, before items come to a vote, behind the scene communication, preparation, and politicking must take place if the outcome is to favor Division 14's interests. We have found this out the hard way. Council representatives do this by attendance at coalition meetings and informal meetings off the floor of Council. In addition, each member of Council is assigned to be a liaison or monitor to one of APA's Boards, thus keeping himself and council informed on these activities. A caucus of Council representatives to each Board meets at Council meetings to keep informed and discuss the issues before that Board.

As the reader can see, the job of Council representative involves a lot of time expenditure and during Council meetings can vary from boredom, when irrelevant and trivial matters are discussed, to emotionally charged debates when important issues come before Council.

ANNOUNCEMENT

Any Division 14 member who is participating in APA program events outside of Division 14's schedule should inform **TIP** as early as possible. This will enable us to publicize these events so that other Division 14 members can attend.

BOOK SUMMARY SECTION

The following summaries are from selected current books in the field of I/O Psychology. They only represent a sample of the numerous books published. If you wish to have your book mentioned in this section please send a copy of the book to Duncan L. Dieterly, 435 Fairway Drive, Fairborn, Ohio 45324. If you would encourage your publisher to place an Ad in TIP it will be appreciated. TIP is read by those people most likely to purchase your books so an Ad in TIP is a quick way to reach your target population.

Hackman, J. Richard, and Suttle, J. Lloyd
Improving Life at Work: Behavioral Science Approaches to Organizational Change. (1976) Goodyear Publishing Co., Inc., 1640 Fifth Street, Santa Monica, Calif. 90401 \$9.95

A collection of seven original monographs, **Improving Life at Work** assesses what is known about factors that affect the quality of work life, and charts some directions for the future toward making modern organizations at once more productive and more humane. While the chapters were prepared by different contributors, they are integrated both by the concerns they address and the change orientation they share. (Abstracted by Publisher).

DuBrin, Andrew J.
Managerial Deviance: How to Deal With Problem People in Key Jobs. Mason/Charter, Inc., 641 Lexington Ave., New York, N.Y. 10022 \$8.95

Managerial Deviance may well be your key to survival in a job that's important to you. The book is a systematic explanation of the strategies you can use to deal with aberrant behavior in executives, managers, and others whose positions are vital to your firm.

While the cause of a deviant's disorder is usually difficult to discover, the symptoms are often painfully apparent to his superiors, assistants, and co-workers. Whatever the type you're dealing with — pathological liar, alcoholic, drug addict, AWOL executive, abdicator of authority, or sexual exploiter — everyone suffers the consequences. (Abstracted from Advertising Pamphlet).

Herzberg, Frederick.
The Managerial Choice: To Be Efficient and To Be Human. Dow Jones-Irwin, Homewood, Illinois. 1976. \$12.95

In this, his fourth book, Dr. Herzberg answers the questions that are most frequently asked of him as he lectures throughout the world. Here is tough-minded advice backed up by rigorous research on the gut issues of leadership. Herzberg's research and writings have changed the industrial world's perception of motivation, reward, and competition. Now in this new book he talks about the practical applications of his theories which provide today's questions and solutions for problems of people working together. (Abstracted by Author's Staff.)

Richard W. Beatty and Craig Eric Schneier.
Personnel Administration: An Experiential/Skill Building Approach. Reading, Mass: Addison-Wesley, 1977.

This book represents a new approach to teaching personnel. Nineteen exercises are included which allow students to build skill in those activities actually performed by personnel/human resources departments in all types of organizations. Each exercise contains a complete text introduction to the topic, detailed procedures, all required forms and materials, a bibliography for future reading, and an assessment of learning form. The exercises contain such topics as writing job descriptions, developing a wage and salary system, designing, performance appraisal formats, and implementing an affirmative action program. A very detailed **Implementor's Manual** is available. (Abstracted by Author).

Landy, Frank J. and Trumbo, Don A.
Psychology of Work Behavior, Dorsey Press, Homewood, Illinois 60430, 1976.

The history of industrial and organizational psychology is best characterized as the **application** of psychological principles and methods to problems in the work context. It represents one of the most direct attempts to put the principles of behavior to use.

Problems in the work context can be approached from several points of view. In this book the individual worker is the unit of analysis. This means that the authors are trying to evaluate the effects of organizational action on the individual. While there is merit in studying these effects on work groups and perhaps even on the organization itself, these considerations are best addressed by the industrial sociologist and the social psychologist. (Abstracted from Preface).

Huse, Edgar F.
Organizational Development and Change. West Publishing Co.

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